

**State of California
Awards for Innovation in Higher Education**

Section A. Cover Page.

Please include all of the following in a cover page to your application:

Contact Information for Application Coordinator.

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List of Participants.

Los Angeles Trade-Technical College
Center for Urban Education, Rossier School of Education, University of Southern California
Transportation Workforce Institute

Abstract.

As one of nine community colleges that comprise the Los Angeles Community College District, LATTC has embarked on the Pathways to Academic Career and Transfer Success (PACTS) transformative initiative since 2012. While significant progress has been made, institutional innovations have been identified in this application to reduce the time to completion and reduce the cost of attendance for students. The three innovations are: 1) Curricular Innovation – Mapping Competencies to Curriculum; 2) Student Support Innovation – Strengthening and Expanding Pathway Student Support Innovations; and 3) Policy and Practice Innovation: Competency Based Education Professional Development.

Drawing on over two years of research and active exploration of competency-based education models and its potential applications at public community colleges and in collaboration with the Center for Urban Education at USC, LATTC is poised to embark on a plan to implement innovations customized to the needs of our students. The innovations selected for this application are adapted from traditional prior learning assessment (PLA) and CBE innovations, both of which have been identified by the State of California as having relevance to shortening time to completion. Aligning our innovations with these evidence based strategies is a strengths based approach on which we capitalized.

Since 2008, LATTC's completion and success rates have been amongst the lowest, according to the California Accountability Report Card. By strengthening and expanding the institutional innovations currently in place, LATTC is attempting to *increase* the number of students completing a certificate, degree, and transfer in addition to *decreasing* time to certificate and degree attainment.

Contact Information for Representative of Fiscal Agent.

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400 W. Washington Blvd.
Los Angeles, CA 90015

Assurance and Signature.

"I assure that I have read and support this application. I understand that, if this application is chosen for an award, Los Angeles Trade-Technical College will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information."

A handwritten signature in black ink, appearing to read "Laurence B. Frank". The signature is fluid and cursive, with the first name "Laurence" and last name "Frank" clearly distinguishable.

Laurence B. Frank, President
Los Angeles Trade-Technical College

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Section B. Narrative Responses to Application Items.

1. *From the perspective of students, what is the problem you are trying to solve?*

As one of nine public two year colleges in the Los Angeles Community College District, Los Angeles Trade-Technical College (LATTC) offers specialized career technical education and academic, transfer-track programs. Our proud 90+-year history stems from our roots in workforce preparation and a commitment to the greater Los Angeles region. LATTC's primary service area encompasses some of the most disadvantaged communities in Los Angeles. According to the U.S. Census, most of the zip codes within LATTC's service area have high unemployment rates, high poverty rates and low levels of educational attainment when compared to the greater Los Angeles County region. Furthermore, LATTC's service area has the lowest median income compared to the other LACCD colleges' service areas. The need for residents in the region to attain post-secondary certificates, degrees and industry credentials that enable them to attain gainful employment in the shortest amount of time feasible, is a pressing one for both students and employers. Over 80% of LATTC's programs of study are career technical education programs; and the college is seen as a leader in preparing the region's workforce and addressing workforce shortages in industries that drive the regional economy.

Currently the 5-year average time to complete a certificate LATTC is 8 years, and for degree attainment is 9 years. All of the programs of study at LATTC are ideally designed to be completed in two years or less, however, this is not the norm. Based on data collected from the cohort that began in 2010 (fall 2010), only 0.62% of the 11,303 students who enrolled for the first time finished their degree or certificate in two years. Barriers to on-time completion include part-time student status, lack of preparedness especially in math and English/Writing, and interruptions in matriculation related to students' life circumstances.

Lack of academic preparedness for college level work is the challenge that impacts time to degree completion the most. Over 10% of the students entering LATTC do not have a high school diploma or GED (over 2,000 students). Based on assessment tests in 2016, 86% of entering students test three levels below college level math; only 1 % are ready for college level math. Sixty percent of the students test two or more levels below college in English. Neither LATTC's remedial courses nor the credit courses have the capacity to serve this population adequately. Historically, fewer than 3% of LATTC career technical education (CTE) students were able to enroll in and successfully complete college-level math courses, and less than 10% were able to enroll in college level writing courses; thus making them ineligible to earn an associate degree and/or transfer to a four-year college or university.

In Fall 2016, LATTC served a total of 33970 students. The student body consisted of a diverse ethnic makeup with 60% of students being Latino, 20% African Americans, 11% of individuals identifying as multiethnic, 5% Asians, and 5% Whites. A majority of students at LATTC are youth with 5% of students being under 18 years of age, 47% being between the ages of 18 to 24. Additionally, 28% of students ranged between 25 to 34 years of age and 10% were 45 or older. During this same period of time, 1079 students comprising of 3% of population at LATTC were veterans. With respect to gender, 47% of students were female while 53% were males.

Since 2008, LATTC's completion and success rates have been amongst the lowest, according to the California Accountability Report Card. By strengthening and expanding the institutional innovations currently in place, LATTC is attempting to *increase* the number of students completing a certificate, degree, and transfer in addition to *decreasing* time to certificate and degree attainment. The college is seeking to eliminate any barriers and redundancies in curriculum leading to a time and financial savings to students.

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2. *What is the innovation?*

LATTC has embarked on the Pathway to Academic, Career & Transfer Success (PACTS) transformative initiative since 2012. While significant progress has been made, institutional innovations have been identified to reduce the time to completion and reducing the cost of attendance for students. The three innovations are: 1) Curricular Innovation – Mapping Competencies to Curriculum; 2) Student Support Innovation – Strengthening and Expanding Pathway Student Support Innovations; and 3) Policy and Practice Innovation: Competency Based Education Professional Development.

1) **Curricular Innovation – Mapping Competencies with Curriculum**

One of the primary fundamentals of the PACTS Framework is “competencies,” which we defined as a “the capability to apply or use a set of related comprehensions or knowledge, skills, and abilities required to successfully perform critical functions or tasks.” PACTS focuses on the competencies that students need to successfully access and complete a college education (see diagram in section 4). The first step in that process was the identification and vetting of those specific competencies. In order to implement CBE in the college’s programs of study and courses, we need to begin with mapping the competencies. LATTC completed a competency mapping process in 2013 in order to identify a common core curriculum among the programs in the Design and Media Arts Pathway. The process (described below) included business and industry partners, business intermediaries, labor and other post-secondary partners to ensure that the competencies identified are aligned with industry standards and criteria for acceptance for transfer credit (when applicable). This successful process will be further expanded for other pathways. It will also be strengthened and enhanced by the lessons learned from LATTC’s participation in Competency Based Education Network (CBEN) and the Council for Adult Experiential Learning (CAEL). The competency mapping project will be used to inform the development of a cadre of curricular and programmatic innovations, which will be differentially applied at the college. CBE Curricular Innovations that are further developed will be guided by the principle of **reducing time to completion in at least one program of study in each of the six LATTC Pathways**. It is our belief that a “one-size fits all” approach to innovation in higher education to shorten time to completion is not the best solution to address the needs of the students and various programs at LATTC. Many of our students require additional intensive student support services and have limited access to technology. Further, almost all of our CTE programs require hands-on demonstration of skills and/or are linked to industry licensures that include requisite hours of instruction for eligibility. Therefore, traditional models of online competency-based education need to be **customized and augmented** with other innovations to meet the needs of LATTC, our industry partners/employers and students.

We have identified a preliminary list of evidence based strategies that have been empirically demonstrated to shorten time to completion. Much of this is based on the research commissioned by LATTC (conducted by the RP Group and funded by the Ford Foundation), technical assistance received from CAEL (funded by the Lumina Foundation), involvement in CBEN and from the evaluation of CBE innovations piloted at the college. The list includes the following, which are described more fully below:

- Pathway Math and English Innovation
- Guided Choices and Cohort Dashboard Scheduling
- Online Instruction and Adaptive Learning
- Career Pathway/Dual Enrollment Acceleration

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2) Student Support Innovation: Strengthening and Expanding Pathway Student Support Innovations

It is evident that many of our students struggle with completing degrees and certificate at all, much less sooner than the two-year time-frame on which most programs were developed. Success of innovations that are designed to reduce the time to completion and ones that change or shift the traditional andragogy strategies students are used to, requires proactive and targeted student support interventions. The PACTS Tier 1 Intervention Matrix includes strategies used by Pathway Navigators, Pathway Counselors and others to provide services such as career awareness, supportive counseling, tutoring, peer support and mentoring to address issues with the Tier 1 competencies. We consider this an innovative strategy since, within the first few weeks of enrollment, we actually assess students on the degree to which they have mastered the Tier 1 competencies. The data collected via this PACTS Questionnaire is used to proactively identify student needs. Since many of our students in need are foster youth, vets, students with disabilities, and previously incarcerated/re-entry students, all of whom have been identified as groups in need of additional academic and personal support services in our Student Equity Plan, leveraged funds from Student Equity will be used to address the unique needs of these populations. The Equity Plan allocates funds to support students with purchasing textbooks, supplies and needed tools, thus reducing the total cost of attendance. With additional support, the College seeks to further strengthen the student support innovations in place while expanding their availability. This will include incorporating smart technology to increase data sharing and “triaging”.

3. Policy and Practice Innovation: Competency Based Education Professional Development

The academic innovations being suggested require a paradigm shift in the way that education is conceptualized and implemented at a community college. This impacts college, district and state participation and leadership. Although LATTC’s Strategic Educational Master Plan’s primary initiative is the implementation of PACTS designed around the concept of competencies, there are still pockets of resistance and misunderstanding about the nature of competency based education, as well as the local, district and state policy barriers that make it difficult to implement in a public community college setting. LATTC has taken steps to carefully consider the impact of Competency Based Education (CBE) innovations and to strategically plan for implementation, maximizing the chance that the innovations will be successfully integrated and institutionalized. LATTC is poised to establish a new **Competency Based Education Professional Development strategy**. Traditionally professional development has been focused on target groups (faculty, staff or administrators). With the implementation of PACTS, it is clear that the innovations cross the entire institution. Many of the innovations the college is undertaking, however, require district and state support that include potential district and state policy revisions. Competency Based Education models impact colleges in many ways, often requiring shifts in teaching strategies, course scheduling, catalog descriptions, admissions, enrollment management, academic records/transcripts, counseling and educational planning, orientation, assessment, facility use and other systems. The CBE professional development workshops will consist of a series of trainings, workshops and open discussions centered on competency based education that will help inform all facets of the college with the advantage. The goal of this strategy is to establish a CBE Community of Practice. LATTC’s experience with the PACTS innovations have confirmed the need to present information numerous times, in multiple settings, with multiple audiences and from multiple voices. The goal of this CBE Community of Practice strategy is to create a campus-wide, shared understanding and buy-in of CBE, which will directly impact the success of the innovations. This CBE professional development strategy and community of practice will eventually offer technical assistance and mentoring to other LACCD colleges exploring CBE for their campus to help support the innovations.

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2. How will you implement this innovation?

The process of completing the **Competency Mapping and CBE Curricular Innovations** will be the most time-consuming aspect of the innovation. The task will be facilitated by selected members of the CBE Community of Practice. The task will be primarily conducted by faculty, including ALL department faculty, as they are closely familiar with the curriculum of the specific course they teach as well as their respective department chair who is familiar with all of the course offerings. This effort will be coordinated by the Division of Pathway Innovation & Institutional Effectiveness (PIIE). The College has established PIIE division to track, support, facilitate and *evaluate* institutional innovations in addition to all professional development. PIIE is also responsible for assisting faculty with the development and assessment of student learning outcomes (SLOs) and Program Learning Outcomes (PLOs), the current process at the college that is most aligned with the identification and assessment of competencies. It is essential that business and industry are engaged in the process to ensure that the competencies that have been identified are actually those needed by industry and that our students are well-prepared to meet industry standards and, when relevant, that the competencies are aligned with industry recognized certifications and licensure. Space does not allow for a detailed description of the potential **CBE Curricular Innovations** that will developed and implemented at the college, however, they will be briefly summarized.

- **Pathway Math and English Innovations** - Since math and English progressions have been identified as the most relevant barrier to degree completion, through its PACTS Framework, LATTC has piloted some innovative approaches to address these barriers through enrollment in a non-credit basic skills course, where students are in a “flipped” classroom, students receive tutoring and personalized adaptive learning (personalization at scale using EdReady). Cohort progression data analysis determines when students have mastered the requisite competencies as demonstrated through exams and work products. Student competencies are vetted by content area faculty for college level math and English and if they achieved the required level of mastery, they were awarded credit for the courses, via credit by exam. The results of this limited pilot were positive. The goal of this innovation is to pilot this strategy in two additional programs of study, and based on the results, scale it to the other pathways before Fall 2018.
- **Guided Choices and Cohort Dashboard Scheduling** – Based on data collected via focus groups and by PIIE, barriers to successful and timely completion of degrees is greatly thwarted by students’ confusion about which GE courses to take, the scheduling of those GE courses and the perceived lack of relevance of those courses to one’s chosen career; this is especially true for our CTE students. To address these barriers, LATTC will explore contextualizing the GE courses; this strategy has been used successfully for math and English, but the application to other GEs has been limited. It is not feasible to contextualize all GEs, therefore pathway faculty will identify the GE courses that are most relevant and aligned with pathway and faculty will work on ways to contextualize them. In order to address the scheduling dilemma, the Guided Choice GE classes will be offered at times that align with student CTE classes and will be taught, when possible, in the building that houses the pathway. Enrollment management with work to create a Dashboard of courses from which students will choose, thus eliminating confusion about the sections in which they should enroll.
- **Project Based Competency Attainment** - By far the most aligned with what is typically referred to as “competency based education”, this innovation involves granting credit for the mastery of clearly defined competencies, based not on seat time, but on demonstrated competencies, or knowledge, skills and abilities. How these students will master these competencies will vary – some through prior or other learning assessment (PLA), some through the project-based assignments supported by instruction from faculty in an open classroom or lab, or some through faculty-supported online self-directed curriculum. Most of these curricular innovations will be supported by **Online Instruction and Adaptive Learning**, which consists of faculty designed online instruction, demonstrations and reusable learning objects, as well as commercially available adaptive learning systems.

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➤ **Career Pathway/Dual Enrollment Acceleration** – Early start dual and concurrent enrollment has been a strategy employed to reduce the time to college degree completion of high school students for many years at the Los Angeles Community College District and LATTC. Articulation agreements between LACCD and LAUSD and other unified school districts outlined courses that students take while still in school and earn both high school and community college credit. However, barriers to when and where these course could be taught, by whom, and which system would pay for them were all challenges to the utilization of this as a scalable acceleration strategy. This innovation will capitalize on AB 288; the language states one the purposes is that reducing the number of high school dropouts, **shortening the time to completion of educational goals**, and improving the level of preparation of students to successfully complete for-credit, college-level courses. (Section 1. C). With the support of California Pathway Trust grant and the SLATE-Z Educational partnerships, this innovation will be used to develop career pathway partnerships with South LA high schools that will allow high school students to being their college program of study while still in high school, greatly reducing time to completion.

Implementation of **The Competency Based Education Professional Development Strategy** will be done in partnership with identified “champions” of the work and is based the college’s exploration and research about CBE. The CBE Community of Practice members will plan a year-long strategy which will include consultants, formal didactic presentations, interactive discussions, and focused problem-solving task groups. The need for this is quite evident. In summer and fall 2016, LATTC conducted a pilot Pathway Math and English CBE course, which was initially met with resistance, suspicion and protest by some college staff and faculty. One of the primary lessons we have learned from this experience and from our membership in the Competency Based Education Network (CBEN), is that it is essential to recognize and address the stated and unstated concerns about competency based education; if not, the innovations will not be embraced.

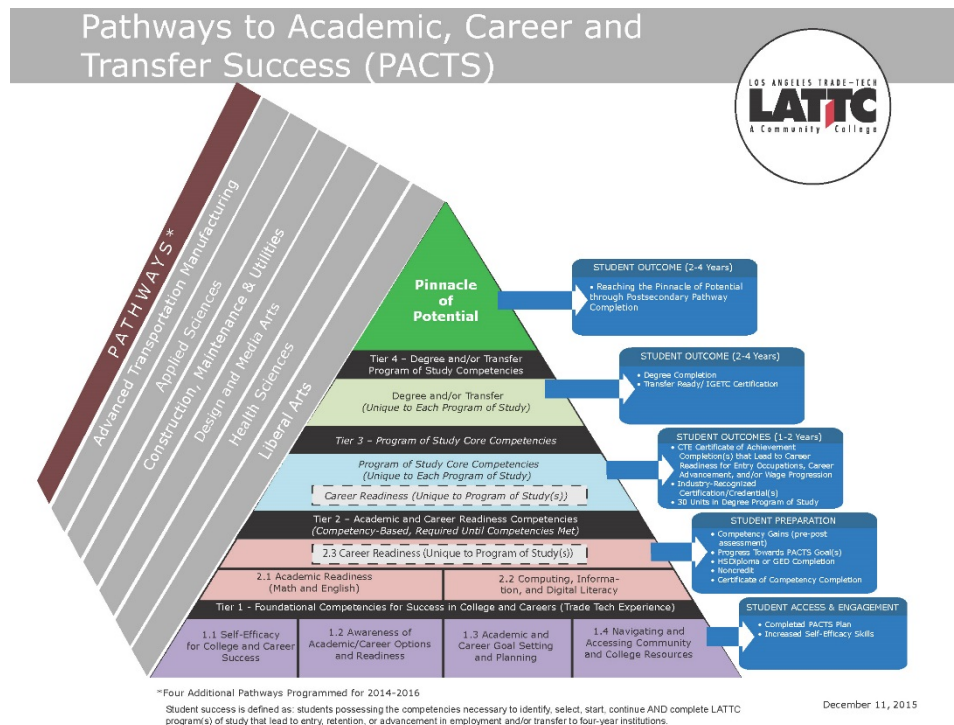
To inform this effort, in 2016 the L.A. Area Chamber and LATTC jointly commissioned the Research and Planning Group (RP Group) to conduct research, in collaboration with the Council for Adult and Experiential Learning (CAEL) and the Moran Technology Group (Moran), on the factors that foster and interfere with implementing a Prior Learning Assessment (PLAC) and Competency Based Education (CBE) programs, including local, state, and federal policies and regulations; formal and informal structures; and cultural norms. The recommendations included in that report serve as the basis for the work to guide the Professional Development work and Community of Practice. In spring 2017, a workshop will be held to summarize the report and develop a policy brief which highlights the benefits for students, as well as positive impacts on enrollment and completion agendas; this brief will be shared with the relevant stakeholders. The Community of Practice will take the input and feedback, draft, present and advocate for recommended changes to Board policies and Administrative Regulations to the appropriate governing bodies. It is difficult to predict the time frame for this process, but based on discussions, there is support for the needed changes. It is anticipated that the changes will be approved by the relevant governing bodies by fall 2018. **The CBE Community of Practice** will be convened during the 2017-2018 academic year.

There are of course, risks when doing any type of innovation, much less disruptive innovation. Lack of buy-in for faculty and staff is by far the greatest risk. We hope to mitigate this risk through professional development conducted by the Community of Practice members. It is understood that we will not be able to win over everyone, but we are confident that there are enough proponents of the innovations to enable is to implement the described innovations by fall of 2019.

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4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California?

For the past five years, Los Angeles Trade-Technical College has been embarking on a transformative journey focused on creating Pathways to Academic, Career, and Transfer Success (PACTS) for all students at LATTC. PACTS is a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide individuals with the competencies they need to successfully access a college education, attain industry-recognized and post-secondary credentials, begin a career that pays family-supporting wages and offers opportunities for advancement and growth. This college-wide movement maximizes student success by embracing an *institutional* approach to student and instructional support, with an emphasis on eliminating silos and barriers. As a college that serves the areas with significant educational attainment gaps, LATTC is committed to developing, piloting and assessing strategies to improve student success, given the historical achievement gaps related to the communities we serve. PACTS is very much aligned with the innovations that are described herein. PACTS are comprised of up to four distinct tiers, representing competencies students attain to reach key milestones in the completion of their unique college and career goal(s). Each tier is comprised of multiple competencies that collectively prepare students to transition and progress through the next tier (which are referred to as “exit” competencies) and/or collectively demonstrate mastery of a program of study. The innovations described in this award application refer to the identification and assessment of the competencies at Tiers 2 and 3.



PACTS and this innovative project is also aligned with work being done with AB 288 concurrent enrollment strategies, which are designed to reduce time to completion through articulation, early start and summer bridge academies. Student Equity Funds will also support these innovations and will provide services and resource to targeted populations such as vets, foster youth, students with disabilities, re-entry students and African-American and Latino students, all of which had identified equity gaps as outlined in our Student Equity Plan.

As an institution comprised of over 85% of students of color, PACTS and the innovations proposed seek to improve outcomes for historically underrepresented student populations.

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5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

The care with which these innovations will be developed, strengthens the ability to institutionalize them. The research we did in the planning phase, the process of first establishing the policies and procedures, coupled with providing professional development to ensure there is buy-in and full understanding of competency based education establishes the firm foundation on which the rest of the work grows. We will carefully document the processes we use to map curriculum to competencies, so that when we are ready to take the innovation to scale and we have a process and a set of best practices on which to rely. Once there is at least one CBE program of study in each pathway, i.e. a “proof of concept,” the process of replication should become easier. The plan is to begin with just the one program of study in each of the six pathways, then within three to five years, add additional programs of study within the pathways. The goal is for all of the Pathways to either be completely competency based or to have CBE option students can choose in lieu the traditional program.

This documentation of our practices will also assist in helping other colleges in California explore the ways their college can implement CBE and to explore models that best their campus culture and programs of study. The unique nature of LATTC (large % of CTE programs of study) does limit the degree to which our innovations can inform colleges that have a strong affinity for traditional liberal arts education. However, there are aspects of our innovation that can be universally applied.

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6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully?

The innovations selected for this application are adapted from traditional prior learning assessment (PLA) and CBE innovations, both of which have been identified by the State of California as having relevance to shortening time to completion. Aligning our innovations with these evidence based strategies is a strengths based approach on which we capitalized.

The problem being addressed is the fact that, although LATTC is a two year college, most of our students do not finish within two years for a myriad of reasons. Thus, our intervention is two-fold – developing an innovation which shortens the time to completion as described in a catalog, as well as describing our PACTS innovations which provide supportive services to address barriers students might face in taking advantage of the innovations which lead to shorter completion times.

Transforming at least one program of study in *each* pathway will be an excellent strategy to model the fact that when CBE is used, students can complete programs of study within much shorter time periods. The use of demonstration of competencies as a way to document student outcomes is actually much better aligned to the needs of employers when it relates to CTE programs of study. Employers are much less interested in what was “taught” than what students can “do.” These innovations will be well-received by employers thereby incentivizing faculty and students to embrace the model.

Further, there is a misperception among many educators that unless you are willing to go “all online” and focus on distance education, a college cannot actually implement CBE successfully. However, LATTC will demonstrate that, if planned carefully and with flexible options for curricular innovation, it is indeed possible for colleges to utilize this approach to shorten time to completion.

Due to LATTC’s active involvement with CAEL Jump Start, membership in CBEN member and as a US Department of Labor TAACCT Round 3 grant recipient for a project that focused on the development CBE, the college has the institutional commitment and expertise to be successful and is poised to be a leader with regard to this work.

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7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts? ("Information" should be interpreted broadly. You should describe specific data that will be collected over the course of implementation of the innovation and explain how that data could be used in comparisons across settings. The success of the innovation could be assessed using measures that are related to the program's goals, such as persistence. This narrative should help the committee understand the experience of change within the setting in which you work.)

Both Process Data and Outcome Data will be collected to demonstrate the success of this innovation. Qualitative data will document the processes and procedures we used, which will be published in a "how to" guide that will be useful for other colleges. The process used to build consensus, to change policies and regulations and to develop faculty and staff will be identified, including the pitfalls that were faced and the unanticipated consequences of the innovations. This qualitative data is essential to other community colleges moving forward. CBEN compiles narratives such as these, which have been helpful, yet there are no resources from public community colleges documenting a successful transformative change. Our membership as a CBEN college will be leveraged to disseminate our narrative. This qualitative evaluation of our process will be conducted by the Center for Urban Education (CUE) at Rossier School of Education. CUE has been working with the college over the past three years to evaluate the implementation of PACTS. This process evaluation has been an invaluable asset and was instrumental in the development of Accreditation Self-Study.

The division of Pathway Innovation & Institutional Effectiveness will collect and analyze the quantitative data. The primary variable that will be evaluated is time to completion of both certificate and A.S. degrees. The "stop watch" will begin upon first enrollment in a pathway course and student progression will be tracked. Comparisons will be made between students enrolled in CBE programs of study and those in typical Programs of Study within the same pathway and across pathways. Data will also be evaluated using moderating variables including gender, ethnicity, foster youth status, disability status, vet status and other variables of interest to faculty. This will be done to determine if there are any equity gaps in terms of reductions in time to completion. These data are readily available in our student information system. Data regarding grades, withdrawals, leaves of absence, and other academic indicators typically evaluated will also be included and analyzed using a static group comparison model. These data will be broadly disseminated internally and externally.

Additional qualitative data will be collected by PIIE to describe the student experience of CBE. The college will be interested in determining how student progress through the programs of study, the degree they feel prepared for the workforce, the degree they feel supported by faculty and staff and their overall impression of the education they are receiving at LATTC. The data might reveal some additional barriers about which we were not aware that might need to be addressed in the way that we package, market and administer the CBE courses. The college is open to hearing this information to maximize the success of CBE at LATTC.

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8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? (You should describe the long-term plan for sustainability, the role of an award in that plan, and the ways in which you would use an award to leverage additional funds in the future from other sources.) (Maximum of one page.)

If awarded, the innovation funds will be used to develop the curricular innovations that are described including costs for faculty and staff professional development, attendance at CAEL, CBEN and other conferences and events to expand our knowledge, consultants to facilitate the work and to act as coaches, and to pay for incidental expenses such as meeting costs, travel, printing and marketing costs, etc. In addition, technological resources will be sought to assist in data tracking of student progress and competency attainment.

Below is a list of recourse the college is committed to leveraging to implement the described innovations:

CA Community College Strong Workforce Regional Program - LATTC is leading three Regional projects, one in Energy, Construction and Utilities, one in Advanced Transportation and one in Healthcare. Each project includes the exploration of competency based curriculum development mapped to industry certifications – Investment: \$850,000 over a one year period

CA Community College Strong Workforce Local Program – LATTC is providing each Pathway with funds to strengthen its industry advisories and work with industry to ensure that current curriculum is aligned with industry needs; this will jump start the competency mapping process – Investment: \$3.6 million over a three-year period

Student Equity – Student Equity finds are earmarked to assist students with uniforms, tools, and supplies, which can range from a few hundred dollars or over \$3,000 per student – Investment: \$2,255,810 over one year